

# World History

## Grade: 8

### **SOC 220 World History I**

No graduation credit  
5 days per week; 1 school year  
Taught in English

This is a **required course for 8th grade students** in the Mexican/U.S. Programs. The course begins with an overview of the critical tools a historian uses. World History I picks up chronologically with The Emergence of New Empires. The Roman Empire, the Byzantine, the Eastern Slavs, and the Spread of Islam, African and Swahili Culture, Imperial China, Japan, Korea, and Southeast Asia. The class then analyzes The Late Middle Ages, the Beginning of Modern Times: the Renaissance, the Reformation, the Age of Discovery and Exploration, and the Changing World: Expansion into the Americas, Political Revolutions, and the Rise of Industry. In the class, students will come to appreciate the relationship between the past and present. At the same time, students will develop an understanding of an appreciation of the diversity of human races and cultures, and the basic similarity of the human condition around the globe throughout the ages. The eighth graders will be learning with different individual collaborative teaching strategies that nurture students' literacy and critical thinking skills within a respectful classroom climate.

Textbook: Spielvogel, Jackson J., et. al. Discovering Our Past: A History of the World Early Ages. Full Edition McGraw-Hill Companies, Inc. 2013.

Benchmark Code – Subject: Social Studies = SS

- Strand 1= Geographic Understandings
- Strand 2= Historical Understandings
- Strand 3= Sociological Understandings
- Strand 4= Economic Understandings
- Strand 5= Civic and Governmental Understandings
- Strand 6= Philosophic and Ethical Understandings
- Strand 7= Developmental and Psychological Understandings
- Strand 8= Reading Standards for Literacy
- Strand 9= Writing Standards for Literacy

Code: Subject.Grade.Strand#.Standard#. Benchmark#

Example: SS.8.2.4.3 – Social Studies, Eighth Grade, Strand 2, Standard 4, Benchmark 3

### **Strand 2: Historical Understandings**

Standard 1: The student analyzes the importance of studying History. The student analyzes and describes the importance of the Roman and Byzantine Empires and their relationship from 300s B.C. to 1000s A.D.

Benchmark Code	Benchmark
SS.8.2.1.1	The student will describe the importance of history and how historians search and work.
SS.8.2.1.2	The student will explain the foundation of the Roman Empire.

SS.8.2.1.3	The student will paraphrase Etruscan life and list their religious beliefs.
SS.8.2.1.4	The student will identify and list how the Etruscans contributed to the Roman civilization.
SS.8.2.1.5	The student will describe Roman government, list the causes of the decline of the Roman Empire, and summarize their legacy.
SS.8.2.1.6	The student will explain the spread of Christianity throughout the Roman Empire.
SS.8.2.1.7	The student will analyze the Byzantine Empire and summarize the founding of Christianity as an official religion.
SS.8.2.1.8	The student will describe how the Eastern Orthodox Church became part of the Byzantine Empire.
SS.8.2.1.9	The student will paraphrase the significance of Justinian’s Law Code, and the importance of Theodora and the role of women.
SS.8.2.1.10	The student will justify the importance of Constantinople and illustrate Byzantine art and architecture.
SS.8.2.1.11	The student will select and list causes and effects of the decline of the Byzantine Empire.
SS.8.2.1.12	The student will compare and contrast the Byzantine and the Roman Empires.
Standard 2: The student identifies and explains the origins and expansion of the Islamic World A.D. 600s to A.D. 1300s.	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.8.2.2.1	The student will explain the origins of Islam and show the growth of the Islamic Empire.
SS.8.2.2.2	The student will identify the Muslim trading routes to India, China, Europe, and Africa, and write the importance of the economic impact of this trade.
SS.8.2.2.3	The student will discuss and paraphrase religious beliefs held by Muslims.
SS.8.2.2.4	The student will describe the spread of Islam beyond the Arabian Peninsula.
SS.8.2.2.5	The student will identify and relate the Arabs' contributions to Science, Mathematics, Medicine, and the arts.
Standard 3: The student analyzes and discusses the diverse characteristics of early African society 400s B.C. and the rise of African Civilizations to A.D. 1800s.	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.8.2.3.1	The student will describe the rise of African Civilizations.
SS.8.2.3.2	The student will compare and contrast Africa’s governments and religions.
SS.8.2.3.3	The student will describe and illustrate African society and culture.

SS.8.2.3.4	The student will locate the Swahili trading centers and compare and illustrate the influence of different cultures to the Swahili culture.
Standard 4: The student analyzes and describes life among the earliest Eastern Slavs and the emerge of the Russian State A.D. 800s to A.D. 1500s.	
Benchmark Code	Benchmark
SS.8.2.4.1	The student will identify and explain the influences that transformed the Slavs' agricultural settlements into trading centers.
SS.8.2.4.2	The student will describe the emergence of the Russian State.
SS.8.2.4.3	The student will compare different governments till the decline of Kievan Rus.
SS.8.2.4.4	The student will relate and contrast the reigns of Ivan the Great and Ivan the Terrible.
Standard 5: The student describes the Imperial China and the Mongols that conquered it and set up a new dynasty and extended the empire south and west A.D. 220 to A.D. 1644.	
Benchmark Code	Benchmark
SS.8.2.5.1	The student will paraphrase how China rebuilt its Empire.
SS.8.2.5.2	The student will identify and compare Chinese Society.
SS.8.2.5.3	The student will analyze and illustrate how the Mongols built an empire in China.
SS.8.2.5.4	The student will outline how the Mind Dynasty emperors spread China's influence and by the late 1600s China limited its contact with the world.
Standard 6: The student compares and describes the Civilizations in Korea, Japan, and Southeast Asia 150 B.C. to A.D. 1600s.	
SS.8.2.6.1	The student will explain how Korea was influenced by China and Japan; early Koreans, their kingdoms, and civilization.
SS.8.2.6.2	The student will describe how geography shaped Japan's early society and Chinese influenced Japan during the Nara period.
SS.8.2.6.3	The student will outline Medieval Japan, the shoguns; and compare the cultural changes.
SS.8.2.6.4	The student will diagram how the varied culture of Southeast Asia have been shaped by the outside influences and, in turn, have shaped other cultures.
Standard 7: The student analyzes, describes, compares, and summarizes Medieval Europe culture, government, society, and economy A.D. 400s to 1600s	
Benchmark Code	Benchmark
SS.8.2.7.1	The students will discuss and explain the balance of power between the Pope and Charlemagne.
SS.8.2.7.2	The students will draw conclusions about Charlemagne's rule.
SS.8.2.7.3	The student will analyze and illustrate feudalism.
SS.8.2.7.4	The student will diagram the role of the church in medieval society.
SS.8.2.7.5	The student will explain how increasing trade led to the growth of towns and cities.
SS.8.2.7.6	The student will discuss the limits placed on the English monarchy.
SS.8.2.7.7	The student will describe how the Capetian Kings strengthened the French monarchy.

SS.8.2.7.8	The student will summarize why the Western Europeans went on crusades.
SS.8.2.7.9	The student will explain and illustrate education during the Middle Ages.
SS.8.2.7.10	The student will analyze and paraphrase how Europe experienced serious economic, political, and religious conflicts; the plague and social problems: Black Death, Hundred Years' War, Divisions in Religion and Politics.
Standard 8: The student analyzes, compares, and describes change and continuity during the Renaissance and the Reformation A.D.1300s to A.D.1600s.	
Benchmark Code	Benchmark
SS.8.2.8.1	The student will describe who ruled the city-states of Italy and how they achieved that power.
SS.8.2.8.2	The student will explain how the Renaissance development helped shape today's arts, architecture, literature, and science.
SS.8.2.8.3	The student will identify and illustrate the artistic and scientific achievements of Leonardo da Vinci, Michelangelo, different artists, and inventors.
SS.8.2.8.4	The student will compare "Humanism" and different techniques that express art.
SS.8.2.8.5	The student will analyze and diagram how the Reformation led to the development of new Christian churches that still exist today.
SS.8.2.8.6	The student will identify and describe how the teachings of Protestant reformers shape the western world.
SS.8.2.8.7	The student will locate the European countries that were significant to the Reformation and explain why.
SS.8.2.8.8	The student will explain how the Reformation shaped England and later its American colonies.
SS.8.2.8.9	The student will illustrate and summarize how wars of religion affected Europe.
Standard 9: The student analyzes and demonstrates an understanding of the effects related to the Age of Discovery, Exploration, and Trade: 1400s to 1700s.	
Benchmark Code	Benchmark
SS.8.2.9.1	The student will design a chart to explain the importance of Portugal, Spain, England, France explorations and discoveries. Henry the Navigator, Magellan, Columbus. French and English explorers.
SS.8.2.9.2	The student will describe the Spanish conquest of Central and South America that remains a dominant influence in the cultures and customs of these areas. Cortés in México, and Pizarro in Perú.
SS.8.2.9.3	The student will analyze and illustrate how European nations established colonies that produced great wealth, changing the Americas and other conquered lands.
SS.8.2.9.4	The student will explain how Europeans changed the world trade system; mercantilism, joint-stock companies, cottage industry.

SS.8.2.9.5	The student will define and synthesize the Columbian and Global Exchange, and the economic and cultural impact.
Standard 10: The student analyzes and describes the scientific, industrial, and economic factors that change the world view of Europeans A.D.1500s to 1900s.	
Benchmark Code	Benchmark
SS.8.2.10.1	The student will analyze and compare the advances made during the Scientific Revolution laid the groundwork for modern science; the Scientific Method, Copernicus, Kepler, Galileo, Newton.
SS.8.2.10.2	The student will analyze the Industrial Revolution and compare the technology that changed the way people lived.
SS.8.2.10.3	The student will describe, illustrate, and value the causes and effects of the industrial society.
<b>Strand 8: Reading Standards for Literacy</b>	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
SS.8.8.1.1	The student will cite specific textual evidence to support analysis of primary and secondary sources.
SS.8.8.1.2	The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (inference, generalization, drawing conclusions, evaluating, etc.)
SS.8.8.1.3	The student will identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	Benchmark
SS.8.8.2.1	The student will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (e.g., categorizing)
SS.8.8.2.2	The student will describe how a text presents information (e.g., sequentially, comparatively, causally)
SS.8.8.2.3	The student will identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts, bias)
Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
SS.8.8.3.1	The student will integrate visual information (e.g., in charts, graphs, photographs, videos, maps, political cartoons, outlines) with other information in print and digital texts.
SS.8.8.3.2	The student will distinguish among fact, opinion, and reasoned judgment in a text.
SS.8.8.3.3	The student will analyze the relationship between a primary and secondary source on the same topic.
Standard 4: The student increases own range of reading and level of text complexity in informational text.	

Benchmark Code	Benchmark
SS.8.8.4.1	The student will read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
<b>Strand 9: Writing Standards for Literacy</b>	
<b>Standard 1: The student writes arguments that focus on discipline-specific content.</b>	
Benchmark Code	Benchmark
SS.8.9.1.1	The student will introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
SS.8.9.1.2	The student will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
SS.8.9.1.3	The student will use words, phrases, and clauses to create cohesion and clarify the relationships, among claim(s), counterclaims, reasons, and evidence.
SS.8.9.1.4	The student will establish and maintain a formal style.
SS.8.9.1.5	The student will provide a concluding statement or section that follows from and supports the argument presented.
<b>Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.</b>	
Benchmark Code	Benchmark
SS.8.9.2.1	The student will introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SS.8.9.2.2	The student will develop the topic with relevant, well-chosen facts, definition, concrete details, quotations, or other information and examples.
SS.8.9.2.3	The student will use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SS.8.9.2.4	The student will use precise language and domain-specific vocabulary to inform about or explain the topic.
SS.8.9.2.5	The student will provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>Standard 3: Production and Distribution of Writing</b>	
Benchmark Code	Benchmark
SS.8.9.3.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SS.8.9.3.2	The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed with some guidance and support from peers and adults.

SS.8.9.3.3	The student will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>Standard 4: Research to Build and Present Knowledge</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS8.9.4.1	The student will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.8.9.4.2	The student will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.8.9.4.3	The student will draw evidence from informational texts to support analysis, reflection, and research.
<b>Standard 5: Range of Writing</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.8.9.5.1	The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.